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## THE CHICAGO TEACHER:

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## EDITORIAL.

It is strange, but true, that the present system of graded schools has its enemies, who are determined to overthrow it if possible. The great argument against it is that (as they sometimes express it) "every child is drawn through the same knot-hole;" that every pupil is compelled to take the same studies, whether he has any natural taste or ability for it, or not. These self-styled reformers are also loud in their denunciations of the expense of the system, and would return to the ungraded schools as a matter of economy.

If their knowledge were equal to their zeal, they would know that the teaching of a given number of children in an ungraded school, is vastly more expensive than by the present system. In the matter of teachers' salaries alone, the balance is largely in favor of the graded school. The care of sixty children, when they are evenly graded, is a heavy burden for a single teacher. What amount of instruction would each one receive, were there as many classes as children, as there would necessarily be, were each child to follow the bent of his own inclination in regard to the nature and extent of his studies? The number of pupils to a teacher would have to be decreased; that is, the number of teachers would have to be increased, and, consequently, the expense.

Statistics show that the expense of educating a pupil in the country schools, which are of necessity less evenly graded than city schools, is much greater than in city schools, notwithstanding the greater amount of money expended in the cities in buildings and grounds.

The truth is, that it would be the wisest economy to double or triple the expenses of our schools by largely increasing the number of teachers. There are too many pupils to a teacher, especially in the lowest grades. The teacher who has charge of the six-year-old pupils, who de-

mand so much individual attention, should never have more than twelve or fifteen pupils. She frequently has eighty, occasionally one hundred and twenty. Where the first-reader pupils are limited to fifteen or twenty to a teacher, the child would gain a year at least in the primary school.

It is the theory of the graded school that every child receives the same instruction, and becomes about equally proficient in every study. But it is only theory, it is not so in practice. Every teacher has one or more pupils in every class who need and receive extra attention in certain studies. Every principal uses a wise discretion in not demanding from all pupils the same results on examination. If there is any fault in this matter, it is to be found in too great lenity, which passes from grade to grade, pupils whose indolence or indifference is the only obstacle to a high examination average.

We hear it rumored that the average in Music and Drawing are not to be counted in the promotion of pupils in the Chicago schools. If this is done, the number of promotions will be diminished, since many a pupil, with low marks in the "three R's," has been tided over by the easily acquired high average in Music and Drawing.

## HIGHER EDUCATION.

The expansion of the public school system has proceeded so far that the bell of the old Academy is heard no more. That system, which originally was intended to afford the "elements" of an English education, now comprehends in its category a curriculum equal to that of the old time college. As far as this higher culture is founded upon a thorough primary instruction, and is in response to the demands of the people, it is right. We must have the higher education or we can have no leader in the world of thought. But is it not true that in many places the Latin and Algebraic head overshadows the body of the common branches?

Boys and girls are found repeating some abracadabra about the forty-seventh proposition of Euclid, with amazing freshness; but should you be so awkward as to ask them the product of seven times nine, they would go into "a committee of the whole" on the answer. Let the High School come into existence when pupils are thoroughly conversant with the lower branches, and are anxious to go further. As good culture can be had in Arithmetic as in Algebra. Latin is not a better language than English. Men can learn English best by being taught English. The old story of learning English through Latin is threadbare. It is true it can be so learned. But whoever taught English? Echo answers: Who? English

is a grammarless tongue, and the grammars do not, cannot, never have taught it. The best writers of English were not grammarians. Ten years from this time will see grammars banished from all schools below the ninth school year, and composition will be taught in its place. Language lessons are a step in the right direction. Let us teach well our own beautiful language, and we will find plenty of work.

The people will one day call the managers of our system of public instruction to give an account of their stewardship, and the first blow struck by our intelligent, non-professional masters will knock to pieces the whole fabric of public Higher Education, unless the urgent call for thorough work in the lower branches is answered. Culture does not begin in the High School.

The effort of will necessary to confine the attention of a child to the forms of the letters of the alphabet, is culture; the exercise of the mind in comprehending the simple problems given a child in the infant school enables it to develop nervous force at will, this is a great point in culture, and is, at that stage of development, as valuable mental drill as the severe thought required in the higher mathematics at a later period of life. Give us good primary schools, and the press of the country, without distinction of party, will sustain us in every honest, judicious effort.

#### AFFLICTED SUPERINTENDENTS.—NO. II.

M. A. W. was neither handsome nor ugly, tall nor *petite*. Why she preferred to try to teach, rather than to marry or be a milliner, is a mystery. Her professional experience was a mixture of success and non-success. Where mediocrity met the want, she was pronounced a good teacher, and where more than that was required, she was declared a failure. Still, she persevered, and, in course of time, obtained a position in a grammar school, where, by judicious effort, she might have gained the reputation of being a successful teacher and disciplinarian. She did not thus improve the opportunity. No sooner was she invested with authority than she began displaying the qualities of an egoist and tyrant. She respected neither Board of Education, Superintendent, Principal, patrons nor pupils, and tolerated nothing but subservience to her views and commands. She delighted in holding up herself before her pupils as a model of perfection in culture and refinement, and exacted the strictest conformity to her "iron-clad" rules.

If a pupil, even accidentally dropped a pencil or a book, the punishment was to *stand in one position fifteen minutes*. For slight, intentional misconduct, pupils had to stand thus during *thirty minutes*, and if, from any cause, they failed to do so, another *thirty minutes* was added. Government, in her department, was tyranny in its worst form. She "flogged" one boy until he fell on his knees, and until other pupils, terrified by the sight, fled from the room. The Superintendent, apprised of all this, visited her department, bade her good morning, quietly took a back seat and listened to two recitations in geography, while he carefully observed the conduct of teacher and pupils. The effects of fear were plainly seen in each pupil's action. Not one of those reciting appeared cheerful or at home. When the recitations were completed, the Superintendent remarked: The pronunciation

of *San Jose* by the class is not coincident with that given in the text-book." The rules of the Board of Education required him to note defects and correct them, and, in this case, he was clearly within the sphere of his duty. M. A. W., entirely over-looking that fact, immediately declared the pronunciation of the name, by the class, correct, and the book and the Superintendent wrong. Had she stopped there, she would have saved herself and the Superintendent trouble. Instead of that, she recited the favorable part of her experience as a student and teacher, not omitting to say she had attended two universities; that the instructor in geography at the last of the two, had a world-wide reputation as a geographical linguist; that he pronounced it as she and the class did, and that no one should dare to question such authority unless he wished to be denounced as an ignoramus and a nobody. This tirade extended through fifteen minutes. In reply to it, the Superintendent said: "I merely called attention to the difference in pronunciation. I did not say the book was right." This did not have the desired effect. Another fifteen minutes' tirade followed. Then, the Superintendent very firmly said: "M. A. W., you must now cease talking about this and go on with your work." She replied: "I will not." He replied: "You must, or I will take charge of your department until action of the Board can be had," whereupon she left the room. The Superintendent forthwith reported to the Board and she sent a long letter falsely representing the matter. A committee followed, but made no inquiry of the pupils in that department, to ascertain the facts, and no one was reproved. The truth is, the committee were afraid of her. The result was, the tyrant was restored to power, and, at the close of the school year, received a re-appointment. Before the schools were again opened, rumors prejudicial to her good name, were afloat, but were not investigated. She continued in the school several months, doing little good, and then left in disgrace.

Knowing she was incompetent and unfit to fill the position she occupied, she determined to maintain herself in it by "the game of bluff," and, for a time, she succeeded in so doing, but in consequence, she forfeited the respect of the school-officers, patrons and pupils. This leads to the remark: There are two kinds of school government. In the one, the teacher is an unkind and insolent driver, hated and despised; in the other, he is a kind and judicious leader, respected and loved. The first kind is disheartening, the last, inspiring. The contrast between them is always easily discerned, and its moral is: Govern by love rather than by force. The great majority of those now engaged in teaching do thus govern, and, in their schools you can always find orderly, cheerful and studious pupils.

SAVINGS BANK.—We take pleasure in directing attention to the advertisement of the Merchants', Farmers' and Mechanics' Savings Bank in this number of this journal. This institution affords facilities for safe and advantageous investment by means of certificates secured by mortgages on improved and productive real estate and guaranteed by the bank. Those having funds which they desire to invest should not neglect to investigate the "investment certificate" plan before they decide where to place their money. We are convinced there is no better plan. Call on or address SYDNEY MYERS, Manager.

**THE GOLDEN OPPORTUNITY FOR TEACHERS.**

If teaching is a profession, those who engage in it should no more be contented with past attainments than should lawyers, physicians, ministers or artists. The truth is, no one, of any profession, can afford to fold his arms and think he has gained all the information worth having. This is a "living age," and he who professionally slumbers or sleeps, will soon find himself far behind his competitors. The teacher who attends no institute, or takes no part in the proceedings of educational meetings, and reads no educational journal, is like the man who scorns society, and hides himself from its scrutiny for fear of meeting some one who knows more than he has learned. He cannot expect to keep pace with the times and teach to the best advantage. On the contrary, he must expect to follow a rut, run into its chuckholes and dash against its sides. There are teachers who seem not to recognize this fact, and who cannot be induced to do anything to help those less informed, or to improve themselves. They have had sufficient experience to enable them to get along decently in their grade, and, having lost their ambition for promotion, they are content to be, in all respects, at a "stand-still."

How much more cheerful school-work would be were there none disinterested! How much more successful all schools would be were all teachers alive to whatever principles and suggestions would benefit them and their pupils. Now, skilled labor is demanded; the time is near when no other will be accepted; especially is this true of teaching, and those who desire to be acknowledged as professional teachers must study, think, talk, write, act and excel—must be "living epistles" of the motto, "Excelsior." If they doubt this, they will do well to visit the sanctum of some prominent paper or periodical; obtain the privilege of conning the exchanges, and then zealously "read up" on educational matters, when they will soon discover that education now runs by steam and by electricity, and that "slow coaches" and "balky horses" are entirely "out of date." The fact is, the "golden opportunity" for teachers is "just now." Will they seize and improve it? If they will, very soon they will find themselves borne onward by the high tide of educational progress and success.

**WRITING.**

The every-day business hand of every writer is the result of certain muscular motions, which are so much a matter of habit as to be automatic. The mind gives no more attention to the motions necessary to produce the forms of letters than it does to the different sounds composing the words of vocal utterance. Muscles are slow to learn, but remember well a lesson once learned. The first attempt to imitate the form of a letter is accompanied with great fatigue, but the hand yields a more willing obedience upon the repetition of the effort. A number of efforts creates a habit, and the work is done forever. But one letter formed from a bad model, by a hand in a false position, more than doubles the difficulty of forming a "good hand." Let the motto be, Exactly right and slowly, and *everyone* can be made a good writer.

Children should begin to write the first day they begin school. They should learn words no faster than they can

learn to write them well. The order should be: first, the printed form associated with the script; then, practice from the words written in sentences upon the blackboard; finally, writing from dictation. No word should be considered learned until it can be written in a sentence from dictation. The materials necessary are: first, a *long* pencil, which should belong to the teacher, and be kept sharpened by rubbing on a file or piece of sandstone; second, a slate which should be eight inches by ten, having one side ruled into spaces similar to those in Primary copy books: the first space should be two "spaces" wide, for the long letters, the next should be one "space," for the small letters. A convenient method is to break the nibs from a steel pen and to draw the narrow spaces with the remaining points. We have seen pupils, and now have in our mind's eye thousands of such, who wrote a fair round hand at the end of their first four months in school. The only directions to be observed are: Do everything well and *very slowly*.

**"TELL HIM YOU DON'T KNOW."**

You are teaching in a small town, or country neighborhood; if the staple smart man has not raked the dusty garret of his head for stale jokes, stupid puns, vile conundrums and the perennial question about "digging a ditch," in which the ditch and the money are chronically at loggerheads; if he has not put his poser at you, the exception proves the rule.

When he comes, look him square in the face, and tell him you *don't know*; the sensation will be so peculiar to his system that he will not recover from the shock in time to bore you, until you have shown that you can teach a *good school*. Do not try to cover the whole ground of known science. Tell people it is farmed out in sections, and your share is a little reading, spelling-book, and multiplication table. Wrap yourself never so well in the lion's skin of assumed universal perfection, some unguarded moment will find you trotting faster than the dignified pace necessary to successful ignorance, and your assinine ears will project with startling prominence.

**MRS. CRIMPY MAY SAY.**

A crime is committed against childhood, when children are confined in school and simply required to be *quiet*. The solitary confinement of the penitentiary, is not more irksome to the adult, than the hours spent in school by children who have nothing to do but to go through the farce of holding a book before their faces, and who make pretense of studying their lessons. Pupils should be sent to the play-ground the moment no employment can be afforded them. Mrs. Crimpy may say that she sends her little ones "to school and not to play," but cautious experiments, not rashly defended, will enable any teacher to let the little ones have their share of the sunshine and air, which belongs to them by inheritance.

GEOLOGY, CHEMISTRY AND BOTANY. — Harvard University, at Cambridge, Mass., proposes to give special instruction in these sciences during July and August next. For particulars see advertisement in this number of THE TEACHER, and address Prof. J. W. HARRIS, Secretary.

## CHICAGO PRINCIPALS' ASSOCIATION.

MARCH 6th, 1875.

The Superintendent remarked upon the fact that about 95 per cent. of the teachers had attended the instructions in Drawing given by Mr. PIERCE; and that most of the absentees had been from a few schools.

Mr. PIERCE desired that designing should not crowd out dictation and memory drawing. Mr. — gave the following grading for the three lowest grades in drawing:

9th Grade. Symmetrical arrangement around a vertical line.

8th Grade. Symmetrical arrangement around vertical and horizontal lines, intersecting at right angles.

7th Grade. Symmetrical arrangement around a center.

Messrs. WELCH and COVERT, members of the Board of Education, were here introduced. They desired, as members of the committee on text-books, to ascertain the views of the principals in regard to certain proposed changes in the course of study. After a free interchange of views, they requested the appointment of a committee of principals for consultation. The chair appointed Messrs. BAKER, BELFIELD, HANNAN, and KIRK, Miss SAYWARD, Mrs. FARNHAM and Miss MCCARTHY.

Mr. JAMES H. DOWLAND, of the Chicago Athenæum, a gentleman well known in literary and social circles in Chicago, and who has earned a high reputation as a reader, has launched out as a professional humorous, dialect, character, and dramatic reader, with every prospect of brilliant success. His programmes, though chiefly humorous, embrace a wide variety, from the Shakespearian drama to burlesque. His keen sense of humor, and familiarity with all phases of human nature, developed by travels all around the world,—together with long and careful study of all the great actors of our time, and unusual experience as an amateur actor, have created a versatility which is very rare, and enabled him to give to his readings all the effect of a dramatic performance. Among his specialties, we notice a series of Dickens' readings, modeled after those delivered by the late Mr. Dickens; also a great variety of selections from the standard and comic dramatists. Mr. Dowland is preparing a very entertaining lecture, and filling engagements to read in Chicago and vicinity; in the Fall he will travel through the West.

TEACHERS should study the dispositions of pupils, and learn how to call out and develop their minds. They should know how to classify pupils according to temperament and capabilities, and how to interest them in their studies. With such knowledge a teacher can accomplish much more than he can without it.

At the meeting of the National Social Science Association to be held in Detroit on May 11-14, Supt. HARRIS, of St. Louis, will read a paper on "The Ideal Education for Americans." The conditions of health prevailing in the school-buildings of the several States will receive attention. Other questions of interest to teachers will be considered.

THE next meeting of the National Educational Association is to be held in Minneapolis early in August next. This will afford teachers a rare opportunity to make a profitable summer tour.

## CONTRIBUTIONS.

## COMPOSITION—WRITING.

I am about ready to admit that how we acquire the power of expressing our thoughts in writing is "one of the things which nobody can find out." The most perfect "course" of language and composition lessons, most strictly obeyed, will not make a writer. I never have hit upon what I judged was just "the thing" to develop the power in my classes, but that I soon found I was working away at only one corner of the building, and that I must transfer my scaffold and force to other parts. I never have met anybody who could give a clear account of just how he attained facility in composition. Probably we can all recount most of the distinct steps by which we mastered arithmetic and geography. We may remember when we learned where to place capitals, periods and semicolons; but I hardly think any of us can recall a single exercise or process which we can declare was the method, par excellence, by which we acquired what degree of writing-power we may possess. Somehow or other, it seems to have come to us, just as the tree grows, leaving no indications from whence its material was drawn.

And yet there are teachers and authors who live in the happy delusion that they have discovered the secret by which the power may be imparted, or at least that they have the only plan worthy of attention.

A good composition is the resultant of forces too numerous and variable to make it possible to reach all the components by one process. Prepare and till our artificial soil as carefully as we can, it may nourish, but it alone will not produce the perfect fruit. There are elements needed which cannot be supplied artificially; or, at least, which no direct school training and drilling, in that line, can furnish. School work in the subject is invaluable; but it is futile to depend upon any one system to impart the power of expression, especially to depend upon a system dealing mainly in details.

A great amount of what we may accomplish in teaching composition is to be achieved largely, not by aiming directly at the essay-product, but in other directions.

1. We must have the power to speak our mother-tongue, before we can, with any advantage, attempt to write it. Many a teacher, at the requisition of superintendent or course of study, is wasting her strength over compositions and their correction, while the thing her pupils most need is to learn how to talk. I do not say that their written productions will not be superior to their ordinary conversation; but surely their writing will never be above the power, the possibilities, of their conversation. It is the *power* of employing correct language, not merely the *habit* of doing so, which many pupils want who are now trying to rake up what will pass for a composition, and which will prove but a spurious and worthless target upon which the teacher is to squander her marks and remarks. Let conversation first be attended to: the clear expression of clear ideas orally.

2. There is little use in trying to write before we can read. I do not mean to read orally; but to read truly, mentally; to grasp the author's idea firmly; to see what is implied as well as what is stated. I believe this is a rare power among average adults; I am sure few teachers



realize how rare it is among children. It takes more than ordinary probing to find the weakness; but it is there, and, in nine cases out of ten will account for the vague ideas our pupils possess, and for their nerveless, milk-and-water essays. This power to read is absolutely essential before any sensible writing can be done. Still, many of us have to require compositions from pupils who cannot yet penetrate beneath the thinnest outer shell of another's language, and spend our strength upon faults in detail which might be corrected in general by teaching our class how to read, instead of vainly trying to teach them how to compose.

It is true that talking, reading and composing react upon each other. An exercise in composition must do a *little* for the powers of talking and reading. But the order of evolution which I have given, is so natural and effective, that it is absurd to act regularly upon any other. Water *may* be warmed when the heat strikes it from above; but how much better it is to act upon nature's suggestion and to apply the heat underneath. Composition-writing is the burdensome thing it is, because we labor so hard upon the superstructure, while the proper foundations have not been laid. It has been said that reading (oral) is the blossoming of all culture. The remark is equally true of composition. The only way to get a perfect blossom is to attend to the tree, from the root up. A comparatively slight amount of labor is requisite upon the top. In no place is it so true as in this greatly abhorred, but very important part of education, that the farthest way round is the nearest way home. I think it also proves to be by far the pleasantest way home.

CINCINNATI, OHIO, Feb. 28th, 1875.

—E. O. Vaile.

### "PON HONOR."

In the construction of a building, the stability, perfection and beauty of the whole, depend upon the careful precision with which each layer of brick is laid. The careless laying of one brick, the work of one careless workman, is enough to ruin the whole structure. The laying of every brick is "pon honor."

To me there seems to be an emphatic lesson for teachers in this fact. As, day by day, this mighty corps of workers lay the bricks in the noble structure entrusted to their weak girl-hands—the education of a great city—I sometimes think they never sufficiently feel their responsibility. They do not always remember that, to a great extent, what the future men and women of Chicago shall be, depends on them. That wherein they are intelligent, thoroughly educated and good citizens, are their teachers honored; that wherein they fail, is their teachers' failure.

Dear fellow teachers, let us grow every day more *proud* of our calling; let us remember that the work given into our hands to do is worthy only of the noblest men and women; let us feel honored that the world does not give us the making of its laws, nor the deciding of its lawsuits, but gives us rather the making of the minds of its citizens.

And as, day by day, we each lay the bricks in our own particular layer, let us so build that no teacher working above us shall find her work marred by an insecure, imperfect foundation. Let us allow no small rivalry as to "promotions" to make us forget the thoroughness we

aim at. Not that we work for promotions less, but that we work toward thoroughness and high averages more.

That architect would be considered a failure in his art who deemed the height of his building of greater importance than its secure foundation and perfect construction. So, although the education of a child may thereby fall short a "story" or two in our anxiety to build high, let us not build narrowly or incompletely. And if, to secure the highest recompense for our own labor; if, in order that our work, besides being perfect in itself, shall have a perfect foundation, we find it necessary to straighten out some previous layer of bricks to perfect what some one working below us has left imperfect, let us not be unduly reluctant so to do; remembering that thereby is our own work saved from being of none effect.

But there is still one thing more,—the poor, little, imperfect, misshapen bricks, that *won't* be built in — what *shall* we do with them? Being just as imperfect human beings as the rest of humanity, it is so hard for us teachers to be *perfectly* wise, *perfectly* loving, and *perfectly* patient. If we only *could* be! Still we can try to do this, as everything else, "pon honor." Let us try, with wise heads and loving hearts, to make the rough, angular little bricks fair, square and true; rough still, mayhap, yet acceptable building material.

And let us not lose faith and fail in our efforts — remembering the terrible "waste-yard" into which the city's "rejected bricks" are all sooner or later gathered — though the task seem hopeless as did the making of brick without straw to the children of Israel, in days of old.

Is there, somewhere in the dim, distant future, a millenium for teachers, as for everybody else? I *suppose* there is. I have sometimes thought the millenium would come when *every one* kept perfect faith with himself — when *everybody* did with his might that which his hands found to do. Everybody has a theory as to what would make a millenium, and I believe that is mine. Dear fellow-teachers, let us hasten the happy time, by joining hands in a firm resolution that henceforth *our* share, at least, of the world's work, shall be done "pon honor."

—"No. 12."

### THE OLD FIELD SCHOOL.

Every one who has lived or traveled in Virginia, will easily recall the picture and surroundings of an "Old Field School." This establishment resulted from the need of instruction for the children of farmers living in a sparsely settled country, and of a "pony purse," given to some Ichabod Crane, who was fortunate enough to have come along "at the right time." The site was either some field which had been exhausted by the cultivation of tobacco or other crops, and which, having been "turned out," had grown up in dwarf pines, chincapin, and persimmon trees; or else it was the edge of the original forest, so that, in either case, the pupils might have space for their "playtime" sports, during a recess of two hours. If Mr. C. was of a drowsy temperament, this was often of even longer duration. The building was a small, low hut, constructed of round, unbarked logs, "chinked" with small pieces of split timber and daubed with red clay, with but one floor, and covered with slabs of pine. There was but one door, generally not more than one "glass window," a second side of the apartment having a

long, horizontal opening designed to "let in the light" on the row of boys and girls who sat at a sloping board fixed to the wall and serving the purpose of a writing-desk. The house was invariably placed near the county road, thereby giving a more cheerful air to a structure which would look too dreary if hidden in the depths of the woodlands. A grove of native forest trees surrounded and hung over the little hut, while myriads of their brothers extended often for miles in one or more directions from it. In these humble structures, many of the first families of Virginia received the rudiments, and many of these the complement, of their education. Greek and Latin were almost invariably taught, and often with a rare appreciation of the laws of those languages and of the merits of their literature. Many a man now high in the esteem of the public, attributes his success to the training he had in the "Old Field School." Many of the truest and most lasting friendships of the people, had their origin in its association. The school was democratic; the difference of social condition was generally sunk in the seclusion of work and sport. Who does not remember his school-day friends, his class-mates and play-mates? What hours of exhilarating recreation at ball and bandy, swing and hopscotch, in the search for berries and nuts and rare wild flowers? There were sometimes quarrels, but they were soon forgotten. School-life was happy indeed.

We are now at the beginning of an advanced era. The Old Field school house is disappearing, and in its stead, comfortable frame houses meet the view. The world moves, and we are glad that we do not put ourselves in its way. The children of the present period will have no excuse, if they do not obtain a good education. The friends of education are enlightened, energetic and patriotic. Ideas and improved appliances for securing results, are welcomed and put into vigorous execution. The part of the population lately denied the privileges and pleasures of learning, are now enjoying them. We rejoice at the good present, and the bright prospect before us. But there are those among us who look back with regret to the past, when *we went to the Old Field School to our good old Teacher, with so many dear boys and girls.*

—James A. Bartley.

#### MR. MUGGINS ON EDJUKASHON.

I hev allus bin in faiver of evry man hevin a gud edjukashon, under sartin wyze restrickshons. F'rinstans I me a blacksmithe, and mi ambishon is ter stryke the iern whilst it tis hot. I doant look to neither the fucher whitich is before me nor that whitich is behind me, but I look strate at the red hot iern, and welt away.

Ef i hed seventeen boys, ide make em all blacksmithes, and tha shuddent nun on em hev a nedjukashon, becaws it wuddent do em no good in thair traid. I spoze ime as gud a blacksmithe as thare is a goin, and a nedjukashon never did me no good. I donte take no pride into my spellin, and I doant kare a rap if i doant.

Fokes tell me that the boy that hez the best edjukashon stans the best chause in the world. I no bettur. I've seen fellers that cuddent rite their own name that cud nock a kolledge larnt feller hire'n a kyte, makin munny, an then agin ive sene lots of fellers that hev ben to kolledge that diddent no beens about makin a hors shu, an thay warnt

abel to do a job to keep 'emselfs from starvashon to saive thair lyves.

Thees is fax, and fax tell. Thay're like figgurs, and figgurs kant lie.

But ef i waz ez ritch ez mud, an had a snarl o' yungurns with nuthin to du but laze around, ide give em all a nedjukashon, just for amoozement like, an to keep 'em out o' mischef. Ide kinder like to be ritch miself, and git book larnin to pas awa mi tyme, but fer awl the reel gud it ud do me, i mite ez wel soke mi hed in hot watter.

Mi fother tuk a noshun to maik a ministur out o' me, an he sent me to skule wun turm, so i larnt to reed a bit and chawk out mi letters, and after that I giv the skule the slip and hung around the blacksmithe shop an larnt mi traid.

Spoze now, sted o' bein a blacksmithe an havin powerful mussels and a heap o' dollars an good helth an igernanse an bliss an things, ide a ben a ministur, "steaped in povurty to the very lipps," as the pla man sez, and with the ruma-ticks in mi boans, an awl the tyme takin on an' acktin as doleful and dismal as I felt, and with a family of gurls clamerin for silk dresses, and the old wuman awl the tyme tellin me how miserable i loakt—goodnes grashus! i never ken be suffishently thankfull to think I tuk the rite rode when i started out in life.

And then thare's a nuther thing—ef thare wazzent so much edjukashon, thare wuddent be so much pollyticks, an pollyticks is the bain of the kuntry. Theeze fellers that git so tha ken maik a speach and swing thare arms throu the aire, and sling thairselves into congress air the biggest raskals that roams the urth unhung. Ef that's whot edjukashon duz fer our kuntry the les we hev of it the better fer us.

I've sear the igernantest man that ever was that cud eat a square meal and enjoy it better than enny book larnt galoot that ever clum a tree. Fer a good appetight, givo me igernanse.

An of all the yuses to wich a nedjukashon is put thare aint nothin so outrageously stewart as givin it to gurls. Its a waist ov munny that is pozitively sinfull and shaimfull. I never node a gurl to mount to mutch that got sutch hi notions that she cuddent taik up with a plane man and be his helpmeet. An of awl the retchedest retches that ever struggled threw lyfe against advursity, the man that hez got a good edjukashon and no munny is the moast to be pittied. Igernanse and happyness go hand in hand. When Addam and Eave eat of the Tree of nollodge, thair doom woz seeled. I hev no more to sa.

Ures, blissfully,

EPHRAIM MUGGINS.

THE former proprietors of this journal discontinued all subscriptions when the time paid for expired, unless they were then renewed. On account of the recent changes of ownership, the present proprietor of THE CHICAGO TEACHER departed from that rule and sent copies, prepaid by stamp, to all whose subscriptions expired within the last six months and who had not renewed them. The object of this was to give all the former patrons of this journal a fair opportunity to judge of its merit, under its present management, and to maintain and extend its circulation. Those receiving copies of this number, pencil marked, will please take notice that their subscriptions have expired, and that their renewals are desired *this month*. If they do not respond to this notice, their names will be erased from the books. See premium and special rate list.

## SUSPIRIA REDIVIVA.

Look, how yonder star, fast falling,  
Streaks the sky with lines of light!—  
Late it shone resplendent, calling  
To its sisters sparkling bright.  
Now, the beauteous orb of glory  
Sinks from sight and fades away,  
Or to mourn or lisp its story,  
Left not one sad, lingering ray.

Other planets, proudly blazing,  
Hold their place, still gleaming on;  
Lovely lips their splendors praising,  
None lament the stricken one.  
Sad, alas! how like its story  
Thine may be, if Death but say  
*Droop, fond one of hope and glory!—*  
*Hence forever be thy stay!!*

Then, *whose* soul, alive with anguish,  
Grieving for thee at the tomb,  
Still shall, in Time's thralldom, cherish  
*Thee* amidst earth's darkling gloom?  
Is there one thou deem'st dearer  
Than the rest that throng thy side,  
Whisp'ring gently, Hasten nearer—  
Thou art ever undenied?

Ah! the flatt'ring accents, falling  
From Love's lips, betray what now  
Speaks the heart, but thou, recalling,  
Wilt not let thy voice avow.  
Be it told thee, sweet confessor,—  
Thee whose image fills the soul—  
Than whose charm yon orb's seems lesser  
That illumines high heaven's scroll!—

Since hearts *thus* have shared and given  
Every promise—every fear,  
Should they be by Fate forth-driven,  
*That* shall only *more* endear;—  
E'en if Death's dread pall, distressing,  
Shroud our path in shades of night,  
Fast each other's footsteps pressing  
Up to boundless realms of light!—

We will pass the hidden portals—  
Of mysterious life within—  
Finding paradise for mortals—  
Beatific, freed from sin.  
Where Affection's group of golden  
Spheres, sustained by matchless might,  
Pours a final flood of molten  
Joys o'er scenes of deep delight.

\* \* \* \* \*

Strive we then all thought to sever  
From the world's too sordid grasp;  
And, by patient care, endeavor  
Chaste and lasting joys to clasp.  
Friendship's incense, sweet and precious,  
By one altar's sacrifice,  
Yields a boon to e'er refresh us—  
Thus dispels the taint of vice.

As we journey—winds and waters  
Stay your wrath! God ever keeps  
Watch and ward! *His* hand that falters  
Never, and the Eye that sleeps  
Not—guide and guard our vessel vital!  
Bring our Bark of Life at last,  
Laden with Love's rich requital,  
To its haven true and fast.

Cease to study Pleasure's pages;  
All its visionary schemes,  
Clouding truths of hallow'd ages,  
Haunt the soul with fruitless dreams.  
Rise triumphant over Nature,  
Seek domain of purer worth,  
Brighter in its every feature;—  
Worth unnumbered such as earth!

Chicago, Ill.

—Rev. Henry G. Perry, M. A.

COMPLIMENT.—A subscriber to this journal says:

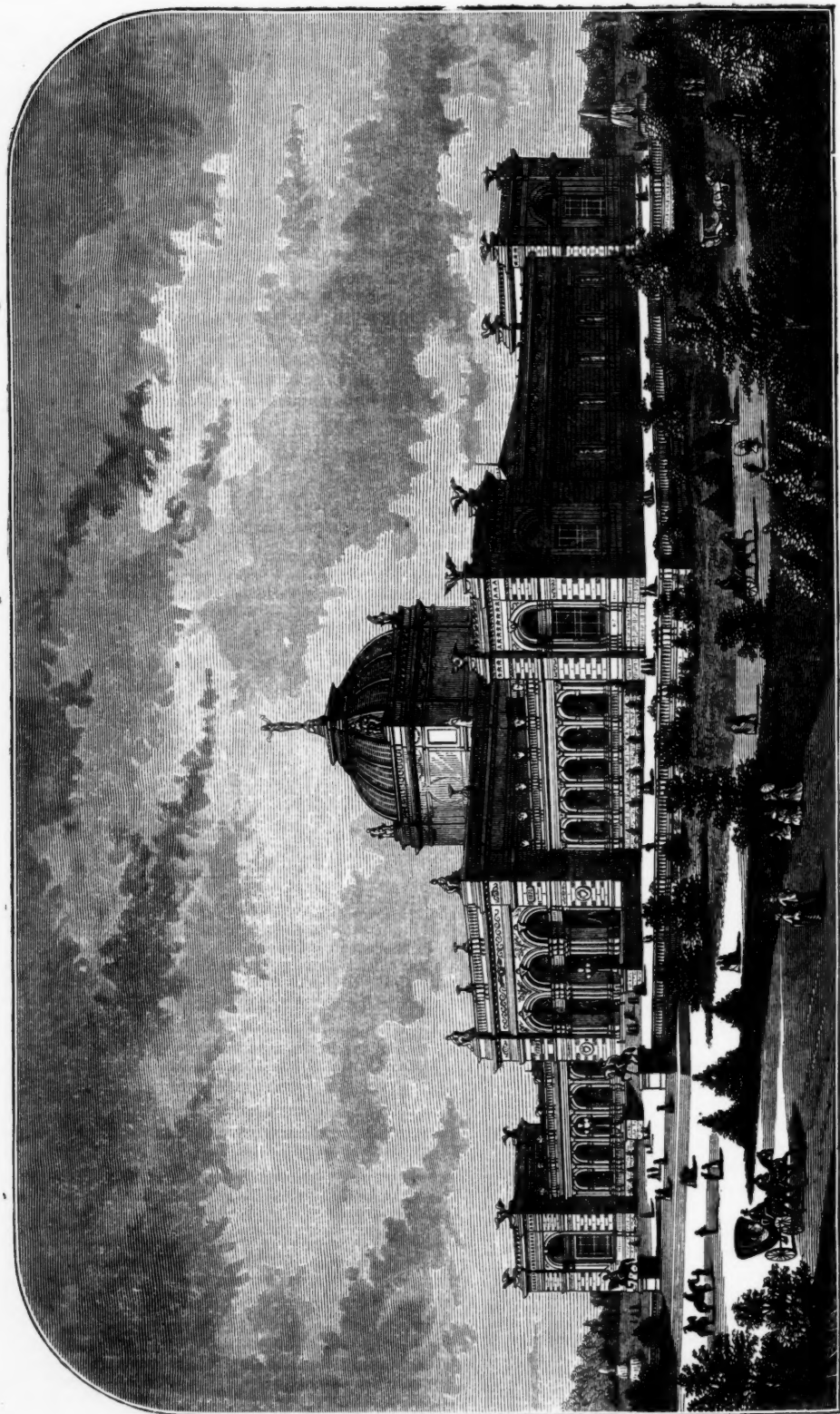
I am pleased with the general tone of your journal. Its articles are wide-awake and adapted to the age and the methods of teaching at the present day. I wish you success in your undertaking, of which there can be no doubt, if you continue as you have begun. What our educational journals and our teachers want, is to be animated by this wide-awake spirit and alive to the times. We should improve with the age. This, I think, is the animus of your journal, more and to a greater degree than any I have met with. I therefore gladly renew my subscription.

We are grateful for these kind words. It is our purpose if possible, to keep pace with the improvements of this age, and to furnish, in each number of this journal, information which shall be a benefit to every one of its readers. We do not expect to surpass our cotemporaries in adapting our articles to the wants of the times, but we do expect to do good service in the cause of popular education, and we will succeed, if all friends of this journal will help us in extending its circulation and in making its columns interesting and instructive.

THE NATIONAL SUNDAY SCHOOL TEACHER for April is a rich storehouse of information for those teachers who really desire to be fully prepared for their classes. Besides the clear, comprehensive exposition of the lessons by the editor, Rev. Lyman Whiting, D. D., furnishes an article on "Baal and Ashtaroth;" Rev. W. W. Patton, D. D., one on "The Book of Judges;" Rev. Simeon Gilbert, another on "The Order of Gideonites;" and "The Chronology of Judges" gives a succinct statement of the period covered by the Book of Judges.

The Editorial Miscellany, Sunday School Gleanings, items of Sunday School Work, and the hints given in "The Teachers' Meeting" are the best, freshest, and most useful of their kind. Published by Adams, Blackmer & Lyon, Chicago, who also issue a charming little paper for infant classes, called *The Little Folks*.

THE APRIL PHRENOLOGICAL JOURNAL.—This number should be read by all. There are articles in it which severally are worth the price of the entire number. Such, for instance, are those entitled "Swedenborgian Physiology;" "Influence of Mind upon the Body;" "Blind Leaders of the Blind;" the second chapter of "Alfred Rumline;" "Training for the Ring;" "The Black Nations of Europe;" "Good and True;" Politicians and others interested in public affairs may read with profit "American Finances," "The Centennial Exposition," and the sketches of two prominent New York officials, Jeremiah McGuire and Hiram Calkins, whose portraits are given, as are, also, those of Charles Kingsley and Miss Agnes Strickland. Address, S. R. WELLS, New York.



1776.

THE CENTENNIAL ART GALLERY, PHILADELPHIA, PA.

1876.



## SELECTIONS.

## ART EDUCATION IN MICHIGAN.

## DRAWING IN THE PUBLIC SCHOOLS OF DETROIT.

The expediency of teaching drawing in public schools recently received very thorough discussion by the Board of Education of the city of Detroit.

The question came before the Board of Education of that city, Jan. 4, 1875, in two reports from the Committee on Text Books and Course of Study. One report (the majority report) advocated the discontinuance of the study in all classes below the high schools; while the other (the minority report) advocated its introduction into all classes, including the primary classes.

In the discussion of the question, Mr. J. T. Liggett, who alone constituted the minority of the committee, made the following argument in support of his Report.

At the close of the discussion, Mr. Liggett's Report was adopted by the significant vote of fifteen to five, thus placing the study of drawing into all classes of the public schools of that city.

Mr. Liggett spoke as follows:

Within the past few years, a demand has arisen in nearly all the leading cities of the country for the introduction of the study of drawing into public schools, as a branch of the regular and fundamental course of instruction. This demand is supported by teachers and educationists, as well as by public men generally; all claiming that the study has such important relations to the educational needs of the time, that it should be placed side by side with other fundamental studies, and be taught throughout the whole school course, from the lowest primary classes to the most advanced pupils in the high schools.

Let us look at some of the considerations which are urged in favor of this study.

1. *Drawing as Teaching How to See.*—It is very generally conceded that the power of intelligent observation, or of seeing things, has never received proper attention in our schools; yet this is a power capable of wonderful development, and of great practical application, and can be made the source of great benefit, as well as of inestimable pleasure, to every person who possesses it. It is rare that we find a person capable of carefully examining an object, and accurately describing it. If any one doubts this statement, let him set some simple object before a group of adult persons, and ask for written descriptions of its form, size, color, etc. A comparison of these descriptions would show that hardly any two persons saw the same features alike; and rarely one, unless trained by drawing, would see the object with any approach to accuracy. Now, this power of intelligent seeing, the possession of a properly trained eye, is, in almost every branch of modern business, essential to success. It is indispensable to the mechanic or artisan who wishes to rise in his business, no matter what branch of industry he may be engaged in. It is equally important to every manufacturer or merchant in order that he may detect good work from bad work. In short, the man who can quickly and accurately and intelligently see whatever is placed before him possesses a decided advantage over the one who does not possess this qualification. Now, this power of intelligent seeing is clearly one of educational development. The eye can be as readily trained to see accurately as the muscles of the arm to feats of strength; and drawing is the principal, if not the sole study in public schools, which develops this power to any extent. Writing does not do it, because writing deals with a few arbitrary figures. Reading does not do it, because reading has little to do with form, and appeals almost entirely to the imagination. Arithmetic does not aim at anything of the kind. So that what are generally regarded as the three fundamental studies make no provision whatever for the education of one of the

most important faculties which we possess. And, further: of almost equal importance to intelligent seeing is the power of correctly expressing, or conveying to others, what is seen. This can be done in two ways,—by verbal descriptions, or by drawings. It need only be said that the latter, when well done, are always regarded as the more reliable.

The training of the eye, then, being one of the important features in public education, and drawing being the proper way of expressing what the eye sees, indeed the only sure test of what is seen, we have one very broad reason for teaching drawing in our public schools; and as children should be taught to *observe*, to *compare*, and to *express* their knowledge, from the beginning of their school course, we have here sufficient reason for beginning the study in the primary schools.

2. *The Influence of Drawing over Other School Studies.*—We have seen that it develops the power of seeing: hence the child that draws learns to read more readily, because reading involves the recognition by the eye of visible words. As success in spelling depends largely upon the ability to recall the appearance of words, drawing, as it trains the form-memory, assists pupils to recall the appearance of words to the eye. Writing is a matter both of seeing and of manual execution. Drawing trains both the hand and eye. Hence the experiment, which has been often tried, of giving to drawing half the time allotted to writing, shows that children learn to write better in half the time; and what they learn of drawing is clear gain. In regard to arithmetic and geometry, it is not only necessary that pupils master their logic and methods, but they should learn to work their problems neatly and with precision. It is upon this neatness and precision in mathematical work that drawing has a decided and beneficial influence. Again: take geography. In this study there must be much remembered of form, or little or no knowledge will be acquired of the topographical features, or political divisions, of the globe. Every teacher who has taught drawing intelligently will testify to its great value in the study of geography. In such special studies as botany, mineralogy, etc., it has an inestimable value. Again: practice in drawing is also a constant application of comparison, the comparing of one object or form with another; and the development of this power is a feature of no small importance in public school education. Indeed, it might be asserted, even if we had not already experience to confirm it, that drawing can save all the time it demands for itself by enabling pupils to master other studies with greater ease. Hence, they who say that some important studies must be dropped to make place for drawing beg the whole question. Experience is wholly against them. Intelligently taught, the study of drawing will make room for itself in any school curriculum, by its influence on other studies.

3. *The Value of Drawing upon Industry.*—All European governments are agreed in the recognition of drawing as one of the most directly and widely practical studies for the mass of the people. For every industry, they deem it of the first importance; all other studies ranking below it. Take the carpenter and the joiner. Every part of a house that is decently made, from the frame to the stairway and mantel, is made from a drawing. The carpenter who cannot read the drawings must work under the direction of another who can, and at much less wages; and this, unfortunately, is what happens to nearly all American carpenters and joiners at the present time; and although they might be able to read, write, and spell with the greatest proficiency, they could not get as high wages in the market as a workman who knows but very little of either, but does know how to read and make drawings for his daily work. The same is true with workmen in every branch of industry. It is not literary skill that is here required so much as practical knowledge. Given a hundred carpenters who have been well taught in the elements of drawing (for which the public schools are unquestionably equal), and another hundred who have no knowledge of drawing, and the earnings of the first hundred will exceed the earnings of the second by at least fifty dollars a day, or more than fifteen thousand dollars a year. Now, what is true of the carpenter is true of the

stone-mason, the machinist, the engine-builder, the bridge-builder, the carriage-maker, the cabinet-maker, indeed, of every one who constructs objects having length, breadth, and thickness. Of the pupils in our public schools, a large majority, of the boys at least, will enter into some of these pursuits. In face of these facts, can it be said that drawing is a study of no practical application? Can any other study be named which has so direct a practical bearing upon industry?

4. *Drawing as Teaching Design.*—In the system of drawing at present in our schools, one principal feature in the course of instruction, is the attention paid to design. Pupils are made acquainted with what constitutes good design, and are then taught to make designs of their own. To be able to make a good design is a very valuable acquisition. Nothing commands so high a price in the market as beauty; and in almost every thing that is bought, save the rudest materials, the design has a controlling influence upon its price. A boy leaving our schools at fourteen years of age, and when this system of drawing shall have been taught three or four years, will have some very well-defined ideas in regard to design and ornamentation. Suppose he enters the shop of a cabinet-maker. He will be able to draw with rapidity and ease the form of any object required in his business. Further: he will know how to make appropriate designs for those objects. Now, take a boy possessing this kind of knowledge, and let him have only a passable knowledge in reading, writing, arithmetic, and geography, and take another boy proficient in these studies, but deficient in drawing and design, and granting that both have average abilities, which has the greater chance of success? Unquestionably the former; for, with his practical knowledge, he soon passes through the ranks of skilled workman to foreman and manufacturer, finding it not difficult to supplement his somewhat meagre knowledge of the three R's as he goes along. The other boy, not having a trained eye or a skilled hand, knowing nothing of design or the principles of good taste, unless he possesses extraordinary abilities, becomes simply a workman; and, in this position, how much of all his school instruction comes into practical use? In this position, how much advantage is it to him to be able to spell every word in the dictionary? What possible effect would it have upon his daily wages, were he able to tell the exact length of the Yang Tse Kiang, the Orinoco, or the Columbia Rivers, the populations of every city on the globe—which change, by the way, every year—the name of every gulf and peninsula, and the peculiarities of soil and climate of hundreds of different States? Brought face to face with practical life, he would swap any amount of this school cramming for a little practical knowledge applicable to his business. Let him try now, ever so hard, he finds it a difficult matter to learn to draw or design. What would have been easy to him in his primary school days becomes a burdensome task with his daily work, his stiffened fingers and undeveloped eye. In this condition, how much of his school education can he rely upon to help him? He soon forgets his geography, which took up no small portion of his time. Very few of his problems in arithmetic does he ever have occasion to apply: not a quarter of the words he learned to spell does he ever have occasion to use. So that when you come to sift down this matter of thorough instruction in "the three R's," about which we hear so much, we find that practically it consists of cramming pupils with a mass of knowledge for which they have no practical use, unless they adopt a literary pursuit in life; which is certainly not the destiny of the majority of pupils in our public schools.

Against just this sort of cramming, every intelligent educator in the land is protesting; and in the place of much of it the demand is made for instruction in something of a more practical nature; and drawing presents itself as the first subject for consideration.

5. *The Study of Drawing as Developing Public Taste.*—This is by no means the least among the considerations in favor of teaching drawing. Whenever there is a desire to make an object beautiful, as in the case of a house, furniture, gas-fittings, carpets, table-ware, clay, glass and silver, in the decoration of a railway-car, church or any public

edifice, in the case of boats, shoes, woven fabrics, products of the foundry, watches, jewelry, etc., then taste on the part of the workman, as well as of the designer, becomes a matter of the utmost importance. Indeed, when we touch upon taste, we touch upon something which directly concerns every one, from the manufacturer down through the designer, the merchant, the workman and the consumer. Development of taste becomes a universal blessing. Can it be said that any other study in public schools has an equal influence in this respect to the study of drawing?

Instruction in reading, writing, arithmetic and geography, is undoubtedly indispensable; but to the future industrial workers of the country, who compose the great majority of pupils at present in the public schools, it is equally indispensable that a like amount of instruction should be given in the principles of elementary drawing and design. Leave these features out of your system of public education, and you cripple the efficiency of every future mechanic, artisan, merchant, manufacturer or practical worker whom you may be educating; while at the same time you are limiting the industries of the country to the rudest branches and narrowest channels.

As the future prosperity of the country will depend largely upon its diversified industrial development, as the great majority of the pupils of our public schools must enter into these industrial occupations in one position or another, it seems only the part of wisdom to recognize this fact, and in our public schools so arrange the instruction that what pupils learn in their school years will have some practical relation to the occupation of their adult years.

#### DIFFICULTIES OF COMPULSION.

The difficulties lying in the way of a successful working of a general compulsory law are numerous and nearly insuperable; so that there is an overwhelming probability of the failure of such a law to attain the ends desired. A law that will probably not be respected and enforced, should certainly not be enacted. Let us consider some of these difficulties.

Illiteracy is largely—probably chiefly—due to extreme poverty. It is the lowest class of the poor that compulsory acts are mainly designed to reach; and it is just this class for which this provision is singularly ill adapted. Compulsory laws require all children between certain ages to attend the public schools a certain number of weeks each year, unless elsewhere instructed. The children of the extremely poor cannot be elsewhere instructed. They must of necessity be forced into the public schools. Now, it so happens, as a general truth, that where there is the lowest depth of poverty and the greatest amount of youthful illiteracy—namely, in the cities and larger towns—there are to be found the best schools, the finest buildings, the most accomplished teachers. There the schools are popular, and are frequented by the children of the wealthiest and most intelligent citizens. But the very excellencies that win the patronage and confidence of such, repel the extremely poor. The wretchedness of extreme poverty shuns companionship with better fortune, as owls and bats shun the light of day. Shame, pride, self-respect, close and double lock the doors of public schools against the children of the wretchedly poor.

I have not the least doubt that poverty is thus the chief cause of the absolute failure of the public schools to reach the illiterate class of children in our cities and larger towns. The want of means to procure clothing and books, the immediate necessity of productive employment as soon as the children have reached an age when they can make even trifling contributions towards their own support, and those mingled feelings of shame, despair and desperation which render the extremely poor of all cities a class by themselves, shut out from all refining influences, reached by no general legislation: but a class to be dealt with in exceptional ways—these things are what bring forth abundantly the twin results of ignorance and crime, and find so little direct mitigation in our public school system.

The law that would merely drag the wretched children of wretched parents into the schools, keeping them there for a certain number of weeks each year, without withdrawing them from the debasing influences of their surroundings, without contributing anything to their support, while constantly taxing their self-respect, cannot have enduring elements of popularity beyond the realms of mere theory. Practically, it must prove a failure. It may even be questioned whether it would not work more injury to the schools than benefit to those compelled to attend them.

The sparseness of our population in many portions of the State, and the consequent distance of the schools from many of the children, would render the enforcement of a general compulsory law often a grievous hardship.

Another objection to such a law is found in the poor character of many of our public schools. Compulsory attendance pre-supposes the high value of that which no citizen is allowed to dispense with. When the law forces my child into the public school, I have just cause of complaint if the instruction is not good, and if the physical and moral influences of the school buildings are pernicious. It is my conviction that neither in the convenient accessibility of the schools nor in the character of the school buildings, nor in the excellence of the instruction imparted, is our State sufficiently advanced to warrant it in adopting the principle of general compulsion.

Again, I cannot help thinking that there is in a compulsory school law something essentially opposed to the genius of our free institutions—something essentially un-American. In the absence of any facts to show the real necessity of such a law—facts showing the "alarming" increase of illiteracy from any failure of the public school system—I trust I may be excused for delighting in the very freedom I now have in controlling the movements of my own children, whom I love, and whose welfare is a source of my deep concern. Although believing a liberal education is the best possession with which they can commence life, yet I cannot recommend a general compulsory school law, inasmuch as I am conscious that I should myself feel my natural freedom unnecessarily oppressed by the restrictions of such a law, if it were enforced. Heaven forbid that I should advise the enactment of a law I could not cheerfully obey. The mere consciousness of the existence of a law actually compelling the attendance of my children would be intolerable. Statutes like that, whose uselessness, in my own case, would only be equalled by their impertinence—I could not regard with other feelings than those of indignation. I want no statute laws telling me how or when to feed, to dress, or to educate my children. If I had been reared under a despotism, I might not seriously object to such; but having been reared under free, democratic institutions, I can cheerfully endure no abridgement of the liberty I have enjoyed. I am—as every other true American ought to be—jealous of that liberty.

Such are my personal feelings; and such, I apprehend, are or would be the feelings of the vast majority of Americans, when the test is really applied. Even acknowledged benefits of a compulsory attendance law could not secure its enforcement. Satisfactory at first in theory, supported by apparent evidence of success in other countries, such a law must in this country fall prostrate, when, in attempted execution, it meets face to face the inherited instincts of American freemen. A remarkable and convincing proof of this, in the experience of at least one American State, will be subsequently presented. Arbitrary interference of government with the natural right and authority of parents in the family will not here be tolerated; it is fundamentally opposed to the character of our free institutions, repugnant to all our feelings, habits, and experiences; and, happily, reason and facts show such interference to be as unnecessary as it is odious. The vast majority of parents do not feed their children with wholesome food, at suitable times and in sufficient quantities,—nor even feed them at all, because the law compels them so to do. Natural affection is higher than all law. So natural affection leads them to cultivate the intelligence of their children; and if the State affords *easy and good facilities* for so doing, this matter may be safely left to

natural affection and the influence of public sentiment. It may be so left as far as regards ninety-nine per cent. of the population. For them a compulsory law is not only useless, but worse than useless: it is an impertinence.

For the one per cent. who, through extreme poverty, through ignorance, or indifference, or viciousness, allow their children to grow up without any intellectual and moral training—for these the State may enact a *special law*, if it sees fit, and if private organized charities are less efficient for their benefit. Or the State may supplement the work of private charity by its own bounty and care. With this one per cent. compulsion alone will be of little avail.

—Edward Searing, Supt. Pub. Inst., Wis.

### EDUCATIONAL FORCES.

The first question the faithful teacher asks herself is, What are the educational forces brought to bear upon my pupil outside the school-room? Do they urge the child in the same direction as the forces of the school-room, or are they driving him in the opposite course? If in the latter, the teacher's chances of success depend wholly upon her own individual exertions. It is a question of great doubt as to the victory. Two great forces are in conflict—the teacher with the influences of the school-room on the one side, and the associations of the street on the other. What are some of these outside educational forces? Home, with its influences, is the first, and perhaps the strongest. If the child comes from a well-regulated and upright family, the parents of which are intelligent and moral, knowing something practically of the methods of training children, whose household the law of love encircles, where filial affection binds heart to heart, where cheerful resignation in afflictions, which come to every family, beams in the faces of the parents, where annoyances are met good humoredly, the burden of one member is borne equally by all, the children obey the parental command, because of faith in and respect and love for those who command, where industry and chastity are taught by example and by precept, healthful amusements are provided, books and papers adapted to the tastes and wants of all are abundantly furnished, respect for superiors and the aged is inculcated, and good manners are practiced at all times and on all occasions. Children who come from such a home to the school will improve rapidly under the instruction of a teacher, who has the wisdom to direct their activities in the same channel. As long as the home forces and the forces of the school-room are in the same direction, the teacher's success is assured. Under such circumstances, a very indifferent teacher may make a child of ordinary ability a respectable scholar and a useful citizen.

But suppose the child to come from a home of the opposite character. Discord is there; ignorance and poverty, the result of idleness and intemperance, are there; the child receives no home training; by example, he is taught that the chief good is eating and drinking; that learning is not for him; he knows nothing of obedience, except as yielded when compelled by physical force; good manners are ridiculed in his presence; he is taught to hate, to swear, to fight, to spend the day in idleness or in dishonest practices, and the night in street broils or home carousals. In this case the force of the teacher and the force at home act one against the other. The stronger force will gain the victory. Here the highest skill and tact on the part of the teacher are necessary to counteract the corrupting influence of what is called a home. Here delicate questions often arise, and require the knowledge of one master of the situation to answer with advantage to the child. They ought to be handled with great caution; for, without destroying the child's love for father and mother, and confidence in them, the teacher must, before she can accomplish any good and get control of the mind and heart, paralyze the influences of home. Unless this is done, the power of the teacher will not counterbalance the outside influences.

A second force to be met and overcome is association. The character of a man is seldom purer than his



associates; long ago it was said that evil communications corrupt good manners. The poet was right when he said—

"Vice is a monster of so frightful mien,  
As, to be hated, needs but to be seen;  
But seen too oft, familiar to the face,  
We first endure, then pity, then embrace."

Both observation and experience teach that Paul and Pope understood human nature. Nine truants out of ten are truants because the power of association is stronger than the force of the teacher. She who succeeds in creating friendships among her pupils, and binds them together by strong social ties, making the school associations stronger than those outside, will greatly increase her power for good. The boy who feels that he has no friends in school, although the teacher may be kind and considerate, will cling to his companions outside. The cultivation of the social power among children who attend the same school is worthy of some effort. The feeling among pupils that, in the school-room at least, they stand upon the same social platform, does much to help the friendless and unfortunate in all school work. The little timid girl, although she may come from a hovel should be made to feel the magnetism of warm hearts the first day of her school life. A teacher of very ordinary capacity as an instructor, who has the faculty of attaching the little ones to herself and to each other, will succeed, when a cold and a merely intellectual nature, and fine instructor, will utterly fail. To counteract the power of evil associations, and to assist the child in forming good ones, is a power desirable in any teacher. To lead the children to love and respect each other, to organize them into one great family, and to twine about them the cords of love which hold together the members of a well-regulated family with one common interest, to receive instruction from the teacher and to do her will, are essential conditions of a good school. If all teachers in the city possessed this power, truancy would cease, and the hundreds who enter our schools and leave in a few weeks, to become vagrants and thieves, might be saved.

Another force which has much influence, especially over the older pupils, is the books and papers they read outside of school. It is true that a boy's education is half completed when he has formed a taste for reading good books. When a boy will deny himself the amusement of boys of his own age, because he loves reading more, he will without the aid of a teacher educate himself. The hundreds of eminent men and women who, in childhood and youth, had no school advantages, are proofs that this statement is true. But it is also true that the character formed will be pure or impure, manly or effeminate, worthy or unworthy, according to the books read and the sentiments imbibed from them. The youth who reads out of school hours, books of history, romance, biography, science, and travels, which store the mind with useful facts, improve the taste, and teach sound morals, representing vice as hideous and virtue as beautiful, showing learning and culture to be desirable, is operated upon by a force that will carry him through a curriculum of study in his school without stumbling and without much assistance. But suppose a boy reads books of a different character; just such books as are often found protruding from the pockets of boys who attend the schools, both public and private; stories which develop into heroes the assassin, the pirate, the highway robber, the thief, the libertine; which extol ignorance and vulgarity; the sentiment that the world owes every one a living, whether he works or goes idle; that wealth, culture, position and integrity are accidents, not attainable by industry and good morals; that all the amusements and pleasures of life are found in vice rather than in virtue; that obedience to parents, to superiors, and to law, is cowardice; that ability to remember and to tell vulgar stories is intellectual power; and that refinement is effeminacy, and ought, therefore, to be shunned by every manly boy.

The children and youth whose reading is of this character belong to no particular stratum of society. They may be found among all classes. They believe there is no merit

in scholarship; no good can come of it; laugh at the parent and teacher's talk upon honesty, truthfulness, generosity, temperance in living, purity in language, and good manners. They do not care for these things, because they have read in strange story that their ideal heroes possessed none of these qualities. These sentiments, imbibed from books, will paralyze the efforts of parents and teachers. As well might a teacher attempt to stop the river in its course as to stimulate a boy under such influences and with such sentiments to severe thought, and to the observance of the rules of a well-regulated school. The influence of a bad literature is destroying many bright and promising youth.

Another force bearing upon the pupil is the popular opinion that education is nothing more than the acquisition of a sufficient amount of knowledge to transact the ordinary business of life. This is talked up and instilled early into the minds of many children. They give the highest authority for refusing to study many of the most important and practical studies. The conscientious boy, believing that it is time lost, gives the subject as little attention as possible. The parent teaching this sentiment forgets that the world is progressing; that what was not necessary for a boy to know twenty years ago is necessary for him to know now. The experience of the past, and the wisdom of learned men of all professions in regard to education, are set aside by one person who has given no study to the subject, and whose vision extends no farther than the object he has had in view in living. The same spirit alleges that it is an encroachment upon individual liberty not to allow every man to choose for his own child education or total ignorance.

These are a few of the many difficulties the teacher finds in his work. He cannot go round them; they must be squarely met. The qualifications of a teacher outside of merely literary, may be inferred. The greater his intellectual attainments the better; but, better still, the ability to win and mould the heart and life of the child.

—R. W. Stevenson, Supt. Public Schools, Columbus, Ohio.

### THE NORMAL SCHOOL.

The Normal is a professional school. Its aim is professional, nothing else. Not so with the college and the high school. Their work is that of instruction and discipline, with no professional end whatever. Therefore the methods of study and daily preparation will differ. In the normal class the pupil is to engage in the recitation, not simply to acquire disciplinary knowledge, but to know how to impart knowledge, and solely with reference to the profession upon which he proposes to enter. He is a teacher, not a pupil. He is not seeking knowledge and mental discipline, but professional skill. He must not lose sight of this all-important fact. It must control his life and enter into the hidden springs of his conduct in the school. He must remember that he is a teacher, preparing himself day by day to discharge the high functions of a teacher, to impart instruction, to influence character, to guide the young, to stimulate them to faithful effort, to do his share, however humble, in advancing the civilization of the age, and in building up the waste places of the earth. He is, therefore, to prepare his exercises, invent his diagrams, schedules, schemes, illustrations and explanations, as if he were a teacher preparing to meet his classes; and he must also recite as if he were a teacher, giving instruction to the class of which he is a member. He is in a professional school and is learning how to teach. To this view of the case the conductor of the class must hold the mind of the pupil constantly, and the very moment his mind wanders from this view, that moment he fails to do the distinctive work of a Normal pupil. He is then a mere high school pupil. The question is not now whether this curriculum of work and study is beneficial to the pupil as a man, but whether it is beneficial professionally. He is to be criticised, questioned, checked, encouraged and trained in reference to his statements of fact, the argument and expression of his thoughts, and the presentation of his points, not as a pupil acquiring



knowledge in the branches under discussion, but as one learning the principles and the secrets of that high calling to which he proposes to devote the business of his life; and his teacher is not only a critic upon his work, his plans, his methods and his modes of study, training him in the philosophy and the art of teaching, but a living illustration of the power of exhaustive knowledge with which he deals, and how to impart instruction and influence character.

If the above is the true statement of the case, we may candidly submit the question, whether our Normal Schools possess, in a complete degree, a professional character. Are the exercises conducted in the manner indicated? Do the pupils engage in the work of the place as if they were all absorbed with this professional view of the work? We think not. But remember we have given a theoretical view of the case. The practical view is different. The very idea of a Normal School presupposes that the disciplinary work of the Normal pupil is, so to speak, ended, and that he now enters on his professional training. If his intellectual advancement is not such as to enable him to do the work as above indicated, the ideal Normal School is no place for him, he must remain in the disciplinary school awhile longer. But the pupils that do enter our Normal Schools, have not finished their disciplinary education. In many cases it is hardly begun. The pupils come from rural districts, where they have had very poor advantages of education—nothing beyond the common school. They have no well defined knowledge, no power of expression, no power of reflection, and no good habits of study. Their intentions, their purposes and their ambition are exemplary and worthy of all commendation. These pupils constitute nearly all the material that presents itself at the normal schools, and they are at the same time the teachers of our common schools.

Shall we reject these pupils and shut up our Normal schools, or shall we receive them and give them the disciplinary instruction they so much need, and, with it, such didactic and professional training as time and circumstances will allow? They cannot possibly engage in the Normal School exercises, according to the theoretical views presented herein, inasmuch as it is impossible for them to acquire knowledge, assimilate it, and at the same time reproduce it in compact, logical order, with the authority of one who is master of the subject upon which he discourses. These pupils must be taught how to study, how to prepare their work, how to submit to authority and control, in order that they may the better command, and how to express themselves in clear, terse and concise language. Here is the difficulty that confronts the Normal teachers, combining a disciplinary and a professional school. The task is more difficult than many seem to think. No matter what men say, the work in our Normal schools, for a long time to come, will and must be academic, and we only claim that such academic work shall be first-class and a model of excellence.

—Report of Com. on Oshkosh (Wis.) Normal School.

### FREE TEXT-BOOKS.

Free text-books offer several substantial advantages which mere uniformity cannot secure. In the first place, they are strictly consistent with—nay, the logical result from—our theory of free schools. We hold general education to be the safeguard of our republican institutions. We hold that the State can secure a closer approximation to universal education than can be secured by denominational and individual effort. Hence the State system dots our plains, hills and valleys with school-houses, putting one almost within sight of every man's door. It furnishes free seats therein, free maps, charts, globes, blackboards, and, to crown all, free instructors. The State says to all her children of school age, "Come, use and enjoy these means of instruction, without money and without price."

Such is the beautiful and alluring theory. But are facts really in harmony therewith? Is this proffered instruction so free that the seven children of the poor man can partake of it as easily as the two or three

children of the rich man? The seats in the school-house may be free, but is suitable clothing for the seven so easily obtained that every term they may occupy those seats with a feeling of self-respect? The maps, blackboards and dictionary may be free, but are the more indispensable readers, arithmetics, spellers, geographies, etc., as free for the unfortunate seven? The services of the teacher may be free, but is the leisure of the seven so free from the necessity of productive labor that they can for any length of time continuously receive the benefit of those services?

Let him who is wont to boast of our "free" school system, to become indignant over the statistics of non-attendance, and to call loudly for a compulsory law to drive into schools the children of the "indifferent,"—let him conscientiously and thoroughly investigate the true causes of non-attendance, and he will probably exhibit an accession to his previous stock in the virtues of wisdom, benevolence and reticence. In this investigation let him justly estimate the cost, to the poor man above mentioned, of the additional clothing necessary for the barely respectable appearance of his children in the school, the cost in their cessation from productive labor in order to secure the advantages of a sufficiently continuous and protracted connection with the school for the acquirement of even a little less than a fair common school education, and the cost of the necessary text-books—a constantly recurring and no inconsiderable money tax, as every patron of the school knows,—let him, I repeat, investigate these three sources of expense in school attendance, and no longer wholly ascribe to absolute "indifference" a degree of illiteracy due to causes less disgraceful to our common human nature. I believe that very few parents are so absolutely indifferent to the welfare of their children as not to care at all for their intellectual culture—to the extent, at least, of their ability to read and write. Illiteracy is confined almost exclusively to the extremely poor, and is the result of poverty rather than of such want of natural affection for their children as would lead parents wholly to disregard their best interests, in not securing for them any degree of intellectual culture whatever.

If this be true, then the State, before seeking compulsory attendance, should seek to remove as many as possible of the barriers that separate poverty from culture. The abolition of the rate bill was the removal of one. Evening schools are, in many cities and villages, a partial removal of another. Free text-books, in all free public schools, would be the entire removal of still another. With this last barrier of expense, immediately and necessarily attendant upon education, removed, our system would indeed be free. No longer would it involve, under this term, the paradox of an unavoidable annual cost of books to the individual pupil several times the amount given by the State to secure merely free instruction.

—Edward Searing, Supt. Public Inst. Wis.

### HOW WE TEACH MORALS.

With a superior corps of well-paid teachers, who consecrate themselves for life to their business and have all the necessary appliances, I claim that we can accomplish the moral regeneration of mankind by means that have already been tried and worked successfully.

I do not mean by the ordinary appliances, for they are notorious failures. We have in common use four methods of moral education: 1. Homilies by text-book and lecture; 2. Good advice; 3. Scolding; 4. Punishment. These methods are in use everywhere, and everywhere failures. The bad boy hears the virtues talked about in homilies until he is tired of it. He gets good advice when he is doing right, and a double dose of good advice when he is doing wrong. But it is very rare to find anybody who would thank you for good advice, or who is willing to act on it. The man who really knows how to appreciate good advice and to act on it is already so good that he does not need it; if he desires it, he does not need it; and if he needs it very badly, he does not desire

it, but heartily resents it. The bad boy rejects advice with contempt, and receives a liberal supply of scolding, which makes him sullen and so wicked that for his next offense he is whipped and left under the debasing influences of hatred and fear. This is what might be called *immoral education*; and the best example of this repressive system is in our penitentiaries, where men are taken in knaves, punished, flogged, and turned out malignant villains to prey on society.

Moral education is the reverse of this. It takes in criminals, and turns them out good citizens by the familiar means that common-sense recommends—by placing them in a moral atmosphere, and keeping them in it till their whole nature is changed, just as men are made criminals by placing them in a criminal atmosphere, and keeping them there till they are saturated with baseness. The same amount of moral power which can take criminal youth and elevate them to respectability, can take the youth of virtuous families and elevate them to pre-eminence in virtue. It is, therefore, no exaggeration to say that the schools which have reformed criminals have demonstrated an amount of power sufficient for the world's regeneration, if rightly applied.

—From March "Home and School," Louisville, Ky.

### QUALIFICATIONS OF TEACHERS.

Experience often fails to make a good teacher, even when extended and varied; sound scholarship, desirable as it is, will not do it alone; moral culture will not do it; money and position will not do it. A person so fortunate as to possess all these may fail to teach and govern well a school of fifty children. There is something beyond all these, more difficult of attainment, and broader and deeper, because it is co-extensive with the life and the end of the human being. The qualifications peculiar to the true teacher are more varied and extended than those needed for any of the other learned professions. The teacher must see in the ragged, ill-bred and ignorant lad the latent powers of mind and moral forces within him. Has he the elements of a noble man and a useful citizen? But this is not all; at a glance, the teacher must be able to comprehend the circumstances and associations which surround the pupil, the influences which control him, the natural intellectual powers he possesses, and the moral strength there is in him; nay, more, the teacher must discover his habits, his previous acquirements, in order to know how and where to begin the long and patient work of training, which, in spite of the most adverse circumstances, is to be carried on until he has formed industrious habits, and has gained sufficient knowledge to prepare him for usefulness and citizenship. Then the first prerequisite of the teacher is quick perception, an insight into human character, and a penetration which can reach the primary causes of the condition of the child, when first presented for education. As the growth and bloom of a flower depend upon the soil, the surroundings, the moisture, the temperature, as well as the care of the horticulturist; so the education of the child depends upon more than his training in school. His home and the home influences must be regarded—his associations are all to be considered. Without a knowledge of these, and a power to meet them, no school work, however earnest and philosophical, can fully accomplish the end of education.

Every child who sits in the school-room is a problem, more difficult of solution than is found in the range of mathematical science. The conditions are so numerous and complex, is it to be wondered at that so few become successful teachers in the schools and colleges of the country? When the negligence and indifference of parents, the inexperience of teachers, and the tendencies of human nature are considered, it is a matter of astonishment that so many children grow up into virtuous manhood and womanhood.

—R. W. Stevenson, Supt. Public Schools, Columbus, Ohio.

"Orthographic Gymnastics" are very popular.

### MY ISLAND.

My feet have never trod thy flowery ways,  
O my fair island!—situate in the sea,  
Whose green, curled tongues still lap thee back from me,

Strive how I may. Yet oft in winter days  
I stretch my hand toward thee as toward a blaze  
That warms and cheers. I know what sweetness fills  
Those groves of thine; what clash of tiny bills  
Adrip with music; what sweet wind delays  
Among the bashful lilies cloistered there.

In summer heats I watch, through dust and glare,  
The grey mists wrap thee, and across thy crest  
The rainy grass blown slantwise toward the west,

While sleeping fountains rise and shake their hair.  
Sometimes I seek amiss—O deaf and blind!—  
And cannot find thee, loveliest, anywhere.

Yet—whether it be some vague, stirred pulse of air,  
Or fugitive sweet odor undefined—

Ev'n then I know thee, O my rare and fair!  
That thou dost lay between me and the wind.

—Helen Barron Bostwick, in *Scribner for April*.

### PROF. MARSH ON THE LAKE-BASINS OF THE WEST.

In a memoir by Prof. O. C. Marsh, on "The Ancient Lake-Basins of the Rocky Mountain Region," published in the *American Journal of Science*, the formation of these basins is traced back to different epochs of Tertiary time on the evidence afforded by the fauna peculiar to each. The oldest of these Tertiary lake-basins are of Eocene age. The first discovered and best known of these Eocene lake-beds is the Green River basin, lying between the Rocky Mountains and the Wasatch range, in the depression now drained by the Green River. The fauna entombed in this Eocene lake indicates a tropical climate—tapirid mammals, monkeys, crocodiles, lizards, serpents. The author cites, as an example of the Miocene basins, an ancient lake-bed lying north of the Black Hills. The fauna there discovered indicates a climate much less tropical than that of the Eocene lakes, as is seen in the absence of monkeys, and scarcity of reptilian life. At the close of the Miocene a subsidence took place east of the Rocky Mountains. A great Pliocene lake was thus formed directly over the Miocene basin just mentioned, having nearly the same boundaries on the north and west (Black Hills and Rocky Mountains), but extending much farther east, and stretching south nearly to the Gulf of Mexico.

The fauna of this lake-basin indicates a warm, temperate climate. The more common mammals are the mastodon, rhinoceros, camels and horses, the latter being especially abundant.—*Popular Science Monthly*.

### AMERICAN CULTURE.

Few persons, I suppose, will deny that during our own century the Europeans have surpassed us in the fine arts. Even within our own memory, what poems, dramas and novels have they given us; what statues, symphonies, operas, and what men of science! It is a great list of names, theirs of this century: Goethe, Byron, Wordsworth, Beethoven, Wagner, Mendelssohn, Thorwaldsen, Delaroche, Turner, Balzac, George Eliot, Humboldt, Darwin—familiar names like these flow from the pen. Not that I would disparage our great men; I make the trite comparison only to point out a reason, which may not be trite, for the fact that each of the leading nations of Europe surpasses us in the amount of its higher intelligence. I cannot hope that the explanation will be received with much favor, for it is not a pleasant one; it is, namely, that we are lacking, as a people, in sensitiveness to the things of the mind, and, in consequence, that we are not full heritors of the past culture of Europe. On the contrary, we are out of sympathy with the past

culture of Europe—with its thoughts, creeds, methods of working, ideals and mental temper; nor will any mere growth in age give these to us, any more than it will give us gothic cathedrals.

What we may do in art is to be done in a different spirit from them if done at all. Our aesthetic temper was not formed under a benign star. Even our most eminent public men, in some instances, hated art, and said that they hated it. Here is an interesting case. In 1818, a French sculptor, M. Binon, wrote to John Adams, requesting permission to take his portrait in marble. This was the famous ex-President's answer: "The age of sculpture and painting has not yet arrived in this country, and I hope it will be long before it does so. I would not give a sixpence for a picture by Raphael, or a statue by Phidias."

Is it easy to think that a civilized person wrote these words? If they are reported rightly, they imply defect in humanity; certainly no educated European would have uttered them. It was sayings like these that led Lamar-tine and other civilized foreigners to complain of "la brutalité Americaine." If the ex-President of the United States "would not give a sixpence" for Raffaele or Phidias, need we wonder that his country shows something of the same feeling?

—The Galaxy for April.

## THE TEACHER'S DESK.

**MASTERPIECES IN ENGLISH LITERATURE** and Lessons in the English Language, with a brief statement of the genealogy of the English Language, biographical sketches, explanatory notes, suggestions for expressive reading, methods of analysis, etc., designed for use in Colleges and Schools. By Homer B. Sprague, Principal of the Adelphi Academy, Brooklyn, N. Y., and late Professor of Rhetoric in Cornell University. In 4 volumes. Vol. I. New York: J. W. Schermerhorn & Co., 14 Bond st. 1874.

If Vol. I. be an indication of what we may look for in Masterpieces of English Literature, we are authorized to expect one of the most valuable productions of the kind to which the student and teacher can have access. This volume has been prepared with great care, shows a world of labor and painstaking research, and is an evidence of a wide range of study. Of the masters, Chaucer, Spenser, Bacon, Shakespeare, Milton and Bunyan, are sketched; and we are treated to a running view of their lives, with a presentation of a representative production of each. Thus Chaucer's "Clerk's Tale;" Spenser's Epirhalemion; Bacon's Essays on Truth, Death, Adversity, Studies, Marriage and Single Life, and on the True Greatness of Kingdoms and Estates; Shakespeare's Macbeth; Milton's Areopagitica, Synonymes, Ode on the Nativity and Comus; and Bunyan's Pilgrim's Progress. To this compilation of masterpieces are added, discussions on Elementary Sounds and their significance, Summaries of results of Elocutionary Analysis and suggestions in regard to vocal expression, historical and sentential analysis. The work is *sui generis*, and, in detail, presents some features that make it most admirably fitted for a text book on Language. We do not so much need a text book on grammar as on language, for higher grades of schools; and it is by the analysis of masterpieces of English language that we study the language to the greatest gain. We take great pleasure in bearing our testimony to the unusual excellence of the book, and extend to the author our congratulations and assurances that he has done a great favor to students of English literature.

**THE THIRTY YEARS' WAR, 1618-1648.** By Samuel Rawson Gardiner. New York: Scribner, Armstrong & Co., 1875. For sale by Hadley Brothers, 136 State street. \$1.00.

This is the third volume of the "Epochs of History" series, which meets a want felt for years past. The persons who have leisure to peruse the voluminous histories which tempt the lovers of books, are very few when

compared with those who find it impossible to secure the necessary time for such study. By the latter class, these compact, inexpensive volumes must be eagerly welcomed. They are not burdened with unimportant details; do not attempt to tell *all* that happened in a given period; but the leading events of each epoch; the great facts which have changed the destinies of nations, are presented in clear light and attractive manner.

The present volume of 226 pages deals with one of the most important periods of modern history. It traces the causes of the thirty years' war, beginning as far back as 1440. As the narrative proceeds, the greatest names of European history appear,—Tilly, Richelieu, Gustavus Adolphus, Wallenstein, Turenne, and others. The work is full of the most valuable facts, and yet is the furthest possible removed from the bare, dry "outlines of history" which have done more than any other one cause to disgust people with the study of history. This story is as well sustained as that of a novel.

We recommend this series especially to teachers. We know of no works which give so clear and connected views of history in so compact and inexpensive a form. Send to Hadley for one, and be convinced. The volumes already issued are "The Era of the Protestant Revolution;" "The Crusades;" "The Thirty Years' War;" and "The Houses of Lancaster and York."

**GRADED EXAMPLES.** A Classification in condensed form, of over five thousand examples, designed for primary classes in Written Arithmetic. By Henry H. Belfield, Principal of Dore School, Chicago. Chicago: George Sherwood & Co.

This little volume of 32 pages is designed to furnish the necessary material for drill in fundamental processes. The work is carefully graded, containing addition, subtraction, multiplication and division of simple numbers, U. S. money and fractions, and easy reductions in denominate numbers, all that is needed in the eighth, seventh, sixth, fifth and fourth grades of the Chicago schools. We make the following extract from the preface:

"The ordinary text books do not contain a sufficient number of examples for necessary drill. In many schools no text-book in Arithmetic is used by the pupil until he is supposed to be familiar with the processes of fundamental rules. All the examples necessary to perfect him in these most essential parts of arithmetic must be prepared by the teacher, whose energies are already taxed to their utmost by work in other directions. The absolute need of such a volume as this is apparent to all who are familiar with the practical workings of our schools." "By a simple device this little book is made to contain over five thousand *carefully graded* examples, answers to which are given in the key, which also contains directions for several thousand more."

**SHAW'S NEW HISTORY OF ENGLISH LITERATURE.** Prepared on the basis of "Shaw's Manual" by Truman J. Backus, A. M., Professor of English Literature in Vassar College. New York: Sheldon & Co., 1874.

**CHOICE SPECIMENS OF ENGLISH LITERATURE,** selected from the chief English writers, and arranged chronologically. By Thomas B. Shaw, A. M., and William Smith, LL. D. Adapted to the use of American Students, by Benjamin N. Martin, D. D., L. H. D., Professor of Philosophy and Logic in the University of the City of New York. New York: Sheldon & Co., 1872.

The above named are companion volumes—the history in the first being supplemented by extracts in the second, to which constant reference is made. Thus the life of the author, and choice selections from his writings, are placed side by side. The history has been re-written with great care: the arrangement and style have been considerably improved by Prof. Backus. A few insignificant authors have been admitted, and greater prominence given to the more important authors. To Bacon are given twelve pages; to Milton, seventeen; to Shakespeare, eighteen.

Two important features are the list of authors, to whom the pupil is referred for a more extended biography—a



kind of bibliography of each subject—and the criticisms of others upon the author and his works. Thus, for a more complete acquaintance with Milton's life and writings, the student is referred to no less than seventeen lives, Essays, Lectures, etc.; and brief criticisms are given from Wordsworth, Macaulay, Addison, Goldsmith, Hume, Dryden, Cowper, Lander and Chateaubriand. The pupil is furnished with an account of the life of each author: his influence upon literature and upon the world; the opinions of other authors in regard to him; his bibliography; and, in the second volume named, specimens of his writings.

This second volume, the "Choice Specimens," contains extracts from the chief English writers, from the earliest times to the present century: selections sufficient to give a correct idea of the style and matter of the great majority of English authors. We regret that *living* English, and *all* American authors are excluded. In the latter respect, the History is to be commended, since about fifty pages—one-eighth of the whole work—are devoted to American writers. We understand, however, that the publishers are about to issue Choice Specimens from American Literature, which will complete this valuable series.

#### THE TRUE AND THE FALSE INFALLIBILITY OF THE POPES.

A Reply to Dr. Schulte. By DR. JOSEPH FESSLER. New York: The Catholic Publication Society, 1875.

It is not the province of an educational journal to enter the field of theology or of politics as a partisan. We, therefore, purpose simply to give an idea of the contents of the volume just named, without passing judgment upon its merits. It is an indirect result of the Vatican Council, since the work of Dr. Schulte, to which it is a reply, was occasioned by that celebrated assemblage of Catholic prelates.

The object of this little book is, as its title indicates, to present a correct statement of the doctrine of the infallibility of the Pope, as held by the Catholic church. From the fact that Bishop Fessler's work has received the unusual honor of a "Brief of Approbation" from Pope Pius IX., it is safe to infer that it may be relied upon as presenting the Catholic doctrine on this subject. The price of the book in paper covers, is 50 cents.

**SILVER THREADS OF SONG.** A New Singing Book for Schools, Academies, Seminaries and the Home Circle. Containing a Popular Selection of Songs, Duets, Trios, etc. Also including a Complete Course of Elementary Instruction, with a Number of Exercises for Practice. To which is added an Overture, entitled: "Little Red Ridinghood," and a musical Charade, entitled: "Excellent." By H. Millard. New York: S. T. Gordon & Son, Publishers, No. 13 East Fourteenth street. 1875.

This work is very appropriately named. It comprises 208 pages of really Choice Music adapted for School use. The rudiments are plain and thorough, and advance some ideas which are new to us. Altogether, the book is one which we can conscientiously recommend.

**A TREATISE ON PLANE AND SPHERICAL TRIGONOMETRY.** By C. F. A. Bellows, C. E. Professor of Mathematics in the Michigan State Normal School. New York: Sheldon & Co., 1874.

A very complete and systematic treatise on elementary trigonometry and its applications, sufficiently extensive for the demands of all institutions of learning. Prof. Bellows treats the trigonometrical functions as ratios, and presents this usually dry and difficult subject in a manner as interesting as it can well be made. There is a unity of method throughout the work, and a perspicuity in the development of principles and definitions, which show perfect familiarity with the topics discussed.

**OLD AND NEW.** Conducted by E. E. Hale. April, 1875. This magazine is always welcome. The April number contains the old but always interesting story of what happened a hundred years ago, when, on the 19th of April 1775, "the troops of Britain, unprovoked, shed the blood of sundry of the loyal American subjects of the British King in the field of Lexington." "Rebel Prisons," by

Wm. C. Bates, is an account of ten months in the hands of our Southern brethren, by a prisoner captured at the first Bull Run. The "Record of Progress" contains an account of the "Bogus Charities of New York," showing a systematic plundering of the charitably disposed citizens of the metropolis, by fictitious "Missions," pretended nuns and "Revs," etc. The *Old and New* papers on Fine Art are always good.

THE CATHOLIC WORLD has a large number of American and European contributors in various departments of literature and science, and is now *wholly composed of original articles*, with the exception of occasional translations. Its aim is to furnish desirable reading for all the members of a household: Articles on Theology, Philosophy, or such subjects in Natural Science as have a direct bearing on current discussions, for the thoughtful; Historical, Biographical, and Critical Essays and Sketches, for those in pursuit of information under inviting forms; Stories, Poetry, and Miscellanea for those who desire mental recreation that is at once attractive and elevating in its character—in short, a magazine which the clergy can commend with confidence to their people, both for its own sake and as a corrective of the influence of the unwholesome literature to which they are frequently exposed.

The *Catholic World* will continue to give competent and mature discussions of the most interesting SUBJECTS OF THE DAY, and for this purpose, in addition to articles on local subjects, will secure through the Very Rev. Father Hecker, now abroad, the contributions of those best qualified to write on European themes. Conscientious and discriminating criticism on contemporary literature may also be looked for in its pages.

**LIPPINCOTT'S MAGAZINE.**—The April number of Lippincott's is very attractive and popular. The concluding paper on "Australian Scenes and Adventures" is remarkably well written, contains numerous curious and instructive facts, and is handsomely illustrated. "The Golden Eagle and His Eyrie," with its beautiful illustrations, will prove a very interesting paper to most readers.

Mr. Black's "Three Feathers" is decidedly the best serial novel that American readers have to read in these days, and the April installment brings the reader to a very fascinating point in the story. Then follows an exquisite "Sonnet" by F. A. Hillard. "Nice," by R. Davey, is a fine descriptive article, full of information about that old city and its ways, and is written in the author's well known clear and forcible style. "The Raskol, and Sects in Russia" contains a good deal of instruction principally of an ecclesiastical and theological character. "Eleanor's Career," by Ita Aniol Prokop, is short and interesting, with the usual supposed pleasant ending. "Seventy Years Ago," by Ethel C. Gale, breathes a delightful odor of the olden times, and is very charming reading. "A March Violet," by Emma Lazarus, is a very beautiful poem. Mr. T. Adolphus Trollope explains the question—"What is a Conclave?" "Monsoor Pacha," is a short and strong poem by George H. Boker. "How Ham was Cured," by Jennie Woodville, evinces much good humor and philosophy. "On the Study of Shakespeare's Sonnets," by Kate Hillard, is a very healthy piece of literary criticism that should prove as useful as it is valuable, and "Our Monthly Gossip," as usual, has some very charming selections.

#### PUBLISHER'S DEPARTMENT.

**AN IMPORTANT MEDICAL WANT SUPPLIED.**—The celebrated French Surgeon, Magendie, declared that no remedy for headache had ever been discovered. It has remained for an American Physician to make the discovery. The most reliable testimony establishes the fact that the Extract of Cranberries and Hemp combined, by Dr. J. P. Miller, 327 Spruce street, Philadelphia, Pa., permanently cures the most obstinate cases of dyspeptic, nervous or sick headache, and is an absolute specific for neuralgia and nervousness. Prepared in pills at 50 cents a box. Sent by mail.—*Philadelphia Bulletin*.